

Eastern Illinois University

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### ENG 1000-003: Fundamentals of College Composition

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*Eastern Illinois University*

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## ENG1000 Fundamentals of College Composition

Section 002 *Tuesday & Thursday* 2:00 to 3:15

Section 003 *Tuesday & Thursday* 3:30 to 4:45

Instructor: *L.A. Berry*  
laberry@eiu.edu

Office: *Coleman 3741*  
Virtual office hours will be held in  
Collaborate and must be booked at:

<https://outlook.office365.com/owa/calendar/BerryOfficeHours@pmaileiu.onmicrosoft.com/bookings/>

(Generally, the times available are 4 -5 Mon, 3 to 5 Wed and 12:30 to 1:30 Thurs. Times will be added if these times fill up. If no available time works for you, e-mail me two or three alternative times when you are available. Evening and weekend appointments are often possible.)

### Course Description

A course in the improvement of the fundamentals of entry-level college writing skills. Practice and instruction in the development of an individualized process of analytical reading, prewriting, drafting, revising, editing, and proofreading.

### Required Text/Materials

*The Little Seagull Handbook*

a notebook with lined paper

a blue or black ink pen

additional material will be posted on D2L

### Learning Objectives

*Students will:*

- Demonstrate competence in analytical reading skills needed to understand and evaluate written materials from a variety of genres
- Compose clear and grammatical sentences
- Compose well-developed unified paragraphs
- Employ strong examples, supporting details and evidence appropriate to purpose and audience
- Understand the recursive processes of generating ideas, drafting, researching, editing and proofreading
- Understand effective use of source material and principles of documentation

### Main writing assignments

A Study of Personal Names	200 pts.
Role Model/Influencer	250 pts.

Research project 350 pts.

Each of these assignments is broken down further in specific handouts/modules which you will receive as the semester proceeds.

Preparation/participation 200 pts.

(Based on attendance, quality of daily writings, keeping track of and being prepared for scheduled conferences, contribution to discussion, completion of homework assignments.)

### Policies

- Regular attendance is expected. In cases of extended or habitual absences, I will expect verification for an excused absence as follows:
  - medical absence:** note on letterhead from a physician or message from the registrar directly stating that you could/should not attend
  - official University activity:** note on letterhead signed by the faculty or staff member in charge of the activity
  - emergency work absence:** note on letterhead signed by supervisor
- All assignments must be completed, and will be assessed in order. Preparatory work must be done prior to the main assignment. If you haven't turned in required homework or daily assignments, I won't look at the related major writing assignment.
- One point will be deducted for every hour an assignment is late. This deduction will come after the grade is assigned. EX: Your grade on a 200-point paper is 140 (a C), but it is two days late. Your grade becomes 92 (140 - 48) This is a severe penalty because I don't want late papers.
- No so-called "extra credit" will be offered.

**University Policy on Academic Integrity**—Students are expected to maintain principles of academic integrity and conduct defined in EIU's Code of Conduct (<http://www.eiu.edu/judicial/studentconductcode.php>). Violations will be reported to the Office of Student Standards.

**Departmental Policy on Plagiarism** Any teacher who discovers an act of plagiarism—"The appropriation or imitation of the language, ideas, and/or thoughts of another author, and representation of them as one's own original work" (*Random House Dictionary of the English Language*)—has the right and responsibility to impose upon the guilty student an appropriate penalty, up to and including immediate assignment of a grade of F for the assigned essay and a grade of F for the course, and to report the incident to the Judicial Affairs Office. Respect for the work of others should encompass all formats, including print, electronic, and oral sources.

**University Policy on Students with Disabilities:** If you are a student with a documented disability in need of accommodations to fully participate in this class, contact the Office of Student Disability Services in McAfee 1210, [studentdisability@eiu.edu](mailto:studentdisability@eiu.edu) 217-581-6583.

**Note that accommodations will be granted based only on the document from this office.**

**University Policy on The Student Success Center**—Students who are having difficulty achieving their academic goals are encouraged to contact the Student Success Center for individualized consultations in McAfee 1301, 217-581- 6696.

### **COVID-19 Practices & Expectations on EIU’s Campus.**

All students, regardless of vaccination status, are required to wear face coverings during class. Students should not attend class if they are ill and should consult the student health clinic if they have any COVID-19-like symptoms. If you have a health condition that may require a potential classroom accommodation or variation from current EIU COVID-19 policy, please contact Student Disability Services ([studentdisability@eiu.edu](mailto:studentdisability@eiu.edu) or 581-6583) to determine what options may be available based on current CDC guidance. If you are unable to follow EIU’s COVID-19 guidelines, you may be asked to leave class or office hours as compliance with public health guidance is essential. Accommodations for instruction and make-up work will be made for students with documented medical absences according to IGP #43 [ <https://castle.eiu.edu/auditing/043.php> ]. To view the latest EIU COVID-19 related information and any policy updates, please visit <https://www.eiu.edu/covid/>.

### **Schedule**

**See D2L Content for modules with readings and questions for discussion. See calendar for more specific deadlines.**

Week One: Introduction to course policies

In-class writing about names

Discussion of writing purposes and reading strategies

Readings: *Little Seagull* 1 – 8, 83 – 88 90 – 95 and articles in Genres module

Week Two: Developing ideas through response to reading

Brainstorming to connect your ideas to those of others

Thesis as a question to explore

Readings: *Little Seagull* 49 – 53 and articles in Genres module

“What Causes Baby Names to Become Popular”

Discussion of strategies used in the articles

Week Three: Creating framework/context

Developing through examples and description

Sharpening sentence structure

Readings: *Little Seagull* 9 - 10 and 105 - 107

DUE: Summary/ assessment of source for personal names essay

**Week Four: No class meetings.**

DUE: Draft One of personal names essay

DUE: Responses to questions on profiles

Week Five: Constructing survey questions

Creating synthesis matrices

Readings: *Little Seagull* 107 - 118 and materials in Synthesis module

Quoting and paraphrasing from written sources

Week Six: Small group conferences

Giving/using constructive criticism

Readings: *Little Seagull* 12 - 16

DUE: Draft One of profile

Week Seven & Eight: Building by narrative, description, comparison contrast

Reporting survey results

Phrases for reporting synthesis

Readings: *Little Seagull* 17 - 25

Week Nine: Research in databases

Documentation

Readings: *Little Seagull* 74 - 78, 136 - 146 and 150

DUE: Draft Two of personal names essay

Week Ten: Individual conferences

Week Eleven: Writing a Research plan

DUE: Annotated bibliography

Week Twelve: Review of methods for development

Week Thirteen: Review of blending your ideas and sources

DUE: Draft Two of profile

THANKSGIVING BREAK

Week Fourteen **No class meetings**; work independently on your research essay.

Week Fifteen: Peer editing

DUE: Research essay